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ABSTRACT

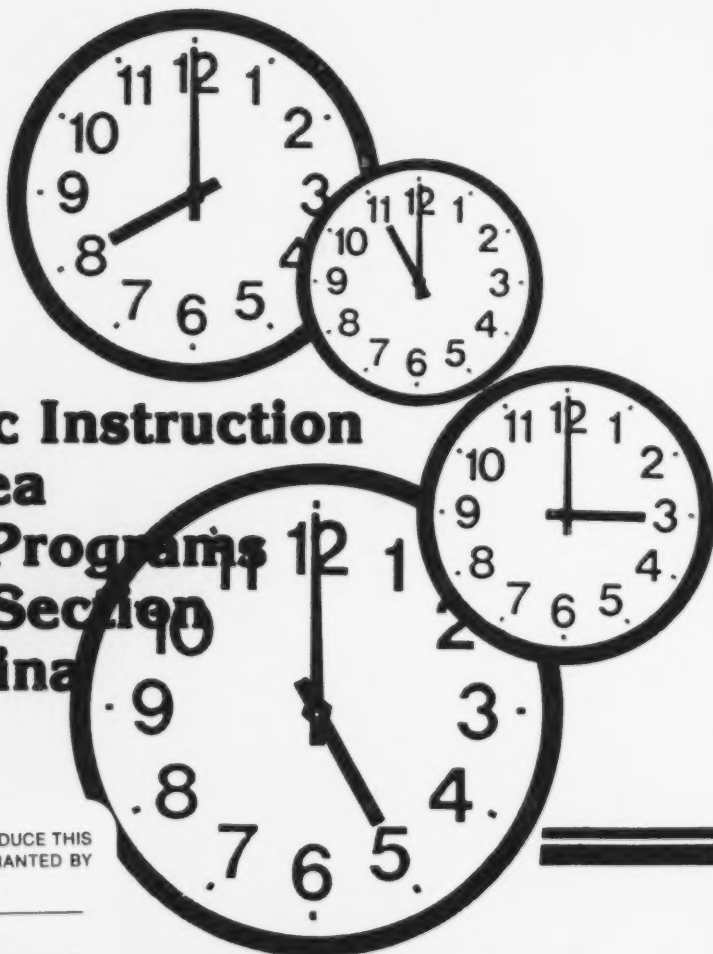
This is a guide for the North Carolina Extended School Day Program, an alternative education program which provides youth with the opportunity to complete high school in an environment conducive to meeting their needs. The extended school day program is an extension of the regular public school and is an integral part of the comprehensive high school program, serving students who have dropped out and those who need additional credit while still attending regular day school. Late afternoon and evening classes are provided to accommodate the working student. The administration section of the guide discusses management of curriculum, budget, staff, support and service programs, and facilities. Program offerings, instructional strategies, assessment, and resources are discussed in the instructional program section. The section on support programs discusses outreach, in-school services, and community services. The appendices, which comprise one-half of the document, include suggestions of effective practices currently in use by some of the state's local extended school day programs. (ABL)

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EXTENDED SCHOOL DAY PROGRAM GUIDE



**Department of Public Instruction
Support Services Area
Division of Support Programs
Dropout Prevention Section
Raleigh, North Carolina**



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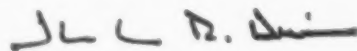
FOREWORD

The North Carolina Department of Public Instruction for many years has recognized the damaging effects that dropping out of school has on the individual and society. In 1971, the Department initiated the extended day program in an early attempt to address the dropout problem in our schools.

The extended school day is an extension of the "regular" public school and is an integral part of the comprehensive high school program. It is designed to serve students who dropped out of "regular day" school and those who need to acquire additional units of credit while still attending "regular day" school. The program provides late afternoon and evening classes to accommodate the working student; job placement assistance; individualized instruction and smaller classes in an environment suitable for these students to achieve.

We hope that this program guide will provide direction to local education agencies in the initiation and implementation of extended school day programs and other alternative education programs. The guide is divided into three major sections: administration, instructional program and support programs. The appendices include suggestions of effective practices currently in use by some of our state's extended school day programs.

In our simultaneous efforts to raise educational standards and to lower dropout rates in our schools, we may anticipate that the extended school day program will most likely become the alternative chosen by more students. This guide includes a number of suggestions for making the extended school day a positive, rewarding alternative.



Theodore R. Drain
Assistant State Superintendent
Support Services Area

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ADMINISTRATION

CURRICULUM MANAGEMENT

Curriculum

The extended school day program course of study should comply with standards set forth in the Basic Education Program, G.S. 115C-81.

The local education agency (LEA) should prepare a course of study for extended school day which outlines appropriate subjects to be taught. It should include directions as to the best methods of teaching as guidance for teachers.

The State Board of Education in its adoption of the Basic Education Program has designed programs which will greatly enhance and broaden the purposes of an extended school day program; thus making a wider variety of instructional programs available to a larger number of students. This broader definition views these programs as extensions of the "regular day" program and encourages greater flexibility as well as improved plant utilization.

LEAs should view the instructional program in extended day as another opportunity to structure a more flexible selection of additional courses. This allows selected students more options in taking courses unavailable during the "regular day". Additionally, the extended school day program provides an alternative to those students who have been unsuccessful in the "regular school day" program.

Scheduling

The length of the school day is established by the LEA. The extended school day program is an extension of the "regular school day" program, as determined by student needs, and should be viewed as a part of the comprehensive high school program. A five-day instructional week is recommended.

The extended school day program should be designed to operate not less than a ten-month school term but a twelve month or summer school program is recommended. This offers an excellent opportunity to provide instruction for those students needing remediation relating to the North Carolina Basic Education Program.

Extra Curricular Activities

Schedules should provide opportunities for all students to participate in enrichment as well as extra curricular activities.

BUDGETING MANAGEMENT

Funding

LEAs should have the discretion of adjusting their school budgets to insure meeting the needs of their total school population. LEAs are encouraged to use appropriate portions of all funding resources for the extended school day programs. Administrators have much flexibility to use public school resources at any time during the "regular" and/or extended day. Local, state and federal funds may be used in the extended school day program on the same basis as during the "regular school day". Funding sources are not limited to, but may include the following:

- regular state teachers positions (average daily membership)
- state remediation funds
- Education Consolidation and Improvement Act
(Migrant Education, Chapter I, Chapter II)
- Community School Act
- state vocational funds
- federal vocational funds
- state dropout prevention funds
- state summer school funds
- categorical teaching positions for exceptional students
- Indian education funds
- community based alternatives
- service delivery area Job Training Partnership Act (JTPA)
funds
- state level - JTPA funds
- local education funds
- any special project funds generated by the General Assembly

The resources listed above are categorical and have certain restrictions governing their use; however, there are a number of ways to mix and match these funds to accommodate the extended school day program.

STAFFING MANAGEMENT

Personnel

It is recommended that a dropout prevention director's position be established at the central office level to supervise and coordinate all programs that impact upon high risk students: i.e. extended day, in-school suspension, dropout prevention counselors, job placement centers, job training programs, alternative schools, optional schools, state summer schools, and other related programs.

Each extended school day program should employ an extended day coordinator, job placement coordinator, student assessment counselor, and other instructional staff as deemed appropriate to meet the needs of students.

Professional positions which are allotted to an LEA may be used to support instruction/services in the extended school day programs. Positions may be divided into several parts allowing a number of part-time staff to be employed through one position. Other part-time positions that may be used in extended school day programs include bus drivers, food service personnel, instructional aides, custodial staff, clerical assistants.

Certification

All extended school day professional personnel must hold a valid N.C. Certificate appropriate to the position held. Due to variation in size and complexity of programs, the LEA may establish the extended school day coordinator position as an administrative position.

Staff Development

The State Department of Public Instruction, Area of Support Services and Area of Instructional Services and the LEA should share the responsibility for providing statewide and regional staff development activities designed to increase staff competencies in dealing with high risk students. These inservice opportunities may provide initial certification and renewal credits.

SUPPORT PROGRAMS/SERVICES MANAGEMENT

Every effort must be made to provide extended school day students with all support services available to "regular day" students such as but not limited to: transportation; guidance and psychological services; remedial and compensatory programs; school social work services; health services; child nutrition; library/media programs; as prescribed by the Basic Education Program.

Every effort must be made to incorporate all community support services or agencies available to serve students with special needs.

Every effort must be made to involve parents in the total educational program to ensure student success.

It is recommended that an active public relations program be established to inform, educate, and market the extended school day program to parents, school and the community.

FACILITIES MANAGEMENT

Extended school day instructional and extra curricular activities require the use of facilities that allow quality instruction. It should be noted that all buildings, equipment and resources available to the "regular day" program must be available for extended day programs.

INSTRUCTIONAL PROGRAM

PROGRAM OFFERINGS

Requirements for Graduation

Graduation requirements are met by obtaining twenty (20) units of credit. This includes eleven (11) specified units and nine (9) or more LEA adopted units. The extended school day program must have the ability to meet all curriculum components of the Basic Education Program.

Definition of a "New Unit"

A "new unit" is defined as one hundred fifty (150) clock hours of instruction consistent with state regulations. According to the structure of the individual extended school day programs, the director/principal may decide upon the entry of the student into the designated course of study.

Fractional units or repeat credit is to be determined by the director/principal. The director may be seen as the "principal's designee" (refer to page 513 and 514, Section 2E.0103 of the Administrative Procedures Act for further information).

The student's status will be determined by appropriate assessment procedures in reference to fractional or repeat credit. The program will then be developed by the director/principal (or principal's designee).

Enrichment

Courses required for the N.C. Scholars' Program should be made available to extended school day students.

An employability skills program, a career preparation/exploration program, or a job placement program such as Diversified Cooperative Training (DCT) should be made available to each extended day student.

Educational tours and trips should be used in the extended school day program as they are in the "regular school day".

Opportunities should be made available to extended school day students to involve them with community based groups such as industry, public services, art/drama groups and business.

Courses Outside School Setting

By law, students are afforded the opportunity to coordinate courses which are needed for credit with community colleges, colleges, or universities.

Independent study programs may be developed through the extended day program to meet individual student needs. This method of earning credit is exhibited in the community internship program.

Remediation

Remediation may be accomplished via the following methods:

- tutorial
- competency-based curriculum
- specialized staff skilled in remediation for high risk students
- developing training model for teachers for remediation implementation

State remediation funds should be made available to extended school day programs.

Extra Curricular Activities

The extra curricular activities which are available to the "regular school day" students should be available to extended day students. It is suggested that extended day students be allowed to participate in extra curricular activities offered in the "regular school day".

Intramural sports, grades seven through twelve, should be seen as an extension of the physical education program. ROTC may be substituted for physical education. LEAs should creatively deal with issues relating to available space for classes when conflicts arise between extended school day activities and "regular day" activities. It is suggested that extended school day use weight training areas or teach health when gyms are not available. Extended school day physical education programs could be offered during a season other than "regular school day" basketball.

Vocational education clubs such as VICA should be available to extended school day students. The North Carolina Extended School Day Association (NCESD) field day activities and the N.C.E.S.D Student Association Club are also available to extended school day students.

INSTRUCTIONAL STRATEGIES

Instructional strategies should be determined by an individualized student development plan which is based on diagnostic data. This data should include the learning styles of

the students in question. The strategies should be appropriate for individual needs and should include alternative delivery systems such as:

- computer system instruction
- interactive videos
- instructional television
- laboratory experiences

The instructional planning should be seen as an outgrowth (coordination and correlation) of the individualized student development plan. Instruction is based on identified competencies and should provide adequate time on task. Previous overall educational programs should be taken into consideration prior to, or as part of, the instructional planning.

ASSESSMENT

A full-time or part-time counselor should be responsible for the diagnostic procedures and implementation of the individualized student development plan. An academic assessment and vocational assessment should be completed. Placement will be based on assessment results and the discretion of the director/principal.

The academic assessment should include the following:

- A. complete California Achievement Test battery
- B. minimum proficiency testing and basic skills
- C. competency tests results
- D. aptitude testing with immediate results
- E. academic history

The vocational assessment should include the following:

- A. dexterity skills
- B. employability skills
- C. career plan

A personal history profile may also be completed to determine which, if any, support services programs have been used by the student. The academic and vocational assessments and the personal history profile should be considered as the foundation of an individual student development plan.

RESOURCES

All facilities and equipment which are available to the "regular school day" should be available to the extended school day program.

Printed resources include textbooks which are appropriate to the reading level of the students, curriculum guides, media (i.e., films, filmstrips, etc.), and instructional activities guides.

Human resources should include principals, assistant principals, media specialists, and central office personnel (i.e., exceptional children, disadvantaged/handicapped, vocational director, etc.).

Community resources available include:

- social services (i.e., social workers, Employment Security Commission)
- community college
- community services available for instructional services
- recreational facilities
- business and industry
- theaters
- public library
- health department
- civic/government leaders and planners
- mental health

SUPPORT PROGRAMS

OUTREACH

Outreach activities should be performed in the areas of student recruitment and program publicity. These activities will include identification of students to be served, intake for determination of student eligibility and promotion of the extended school day program to all education personnel, the general public and students.

Identification of Dropouts and Potential Dropouts

It should be the responsibility of the "regular day" school administrators to refer to the extended school day program those students who have left the "regular" program. School counselors, teachers, administrators or other appropriate school personnel should identify those students who are potential dropouts for referral to extended day. Studies show that those students most likely to drop out are those who:

- have poor school attendance
- have a high failure rate
- have high levels of disciplinary problems
- are pregnant
- are married
- need to work and attend school
- have excessive family problems
- have a general dislike for school
- are from low income families with low educational attainment.

Services Available for "Regular Day" Students

The extended school day program may provide specialized services for students enrolled in the "regular day" program. These services may include: enrollment in a course for the purpose of receiving one or two units of credit which may be needed for graduation; enrollment in a course that is not available in the "regular day" program or due to scheduling problems a student cannot enroll in a course; job placement services for high risk students who are in need of financial assistance in order to remain in school; and specialized counseling for identified high risk students.

Intake

Intake as a standardized procedure for enrollment should include a review of student records to determine eligibility and individualized services needed. This should also include student orientation concerning school policy and administrative procedures.

Public Relations

Extended school day programs should establish a deliberate, planned, and sustained effort to establish and maintain mutual understanding between the extended school day program and its publics. This includes: 1) establishing rapport with all school personnel; 2) providing information to the general public, especially sharing program outcome data, etc.; and 3) informing students and parents of extended school day services.

IN-SCHOOL SERVICES

All services provided by a LEA to its student population are in-school services. Extended school day students should be provided with the same opportunities to receive these services as "regular school day" students.

Guidance, Counseling and Career Development

Guidance and counseling services provided to the extended school day students should be based upon a comprehensive assessment and include the following types of counseling:

- personal
- vocational and career
- academic
- peer

Students should be provided with the opportunity to participate in career development activities. These include vocational exploration, job development, job search assistance, career day and labor market information.

Intra-School Referrals

In order to use all available resources, each extended school day program should develop a systematic approach to providing student services. This service delivery system should include a referral process which will enable extended school day students to access the full range of services available to all students in the school system. These services include: social services, psychological services, migrant education services, services for students with identified exceptionalities, services available through JTPA and services available through vocational education in accordance with the provisions of supplemental services.

Transportation

All students enrolled in the public schools of North Carolina should be provided with adequate transportation both to and from school. The extended school day students are no exception and should be provided with the same transportation opportunities that are provided to "regular day" students.

Food Services

Providing nutritious meals to students during the time in which they are in school has become a mainstay in today's schedule of the "regular day" program. Extended school day students are entitled to and should be provided with these same services. The same procedure used for identifying free and reduced lunch students in the "regular day" program should be used in identifying and qualifying the students in the extended school day program. These meals should be equal to those provided to other students with respect to nutritional value and variety.

Child Care

The extended school day program is encouraged to provide child care assistance to those individuals who would be unable to attend school without such services. Child care services may be provided through federal, state and local programs such as JTPA, Department of Social Services, Vocational Rehabilitation, community based alternatives and others. These services should be provided in a certified child care facility or as part of an educational program. All efforts should be exhausted in identifying funding sources for these opportunities.

COMMUNITY SERVICES

Community services refer to services available from individuals, agencies and organizations located in the community. Every effort should be made to involve and/or obtain the services of these groups for extended school day students.

Interagency Services

A variety of services are available to extended school day students through referrals to state and local agencies. Extended school day personnel should make every effort to coordinate with these agencies to ensure that the needs of the total individual are met and that duplication of services does not occur.

To accomplish this coordination, the extended school day personnel should establish a referral procedure to be used in referring students who have needs that cannot be met by the school. A listing of agencies and services provided are available through the Department of Human Resources' Careline. (see appendix).

These agencies may include but are not limited to: 1) social services departments; 2) mental health centers; 3) public health departments; 4) pre-apprenticeship and apprenticeship programs through the Department of Labor; 5) career assessment and counseling, job placement through the Employment Security Commission; and 6) agencies aimed at providing services to specific target groups.

Community Colleges

The Community College system provides an excellent source of educational services that may supplement the local, secondary school program.

- The extended school day directors should be aware of the procedure involved for dual enrollment with the community college program.
- Extended school day personnel should be aware of opportunities available in the community college to complete the requirements for the high school equivalency certificate (referrals to this program should be made as needed).

Parent Involvement

It is the responsibility of the school system and the extended school day program to involve parents in the decision making process. This may be accomplished by establishing an advisory council which includes parents and other business persons from as many areas of the labor market as possible. An existing council with parent representation may be used. The committee should meet on a regularly scheduled basis.

Parents should also be involved in the day to day activities as resource people for classroom presentations and as volunteers in areas that need extra personnel but in which funds are not available. Parents may also be excellent resource people to use in obtaining needed materials for the school that are not provided through regular funding.

Other parent involvement activities could include "Back to School Nights", an award banquet open to parents, home visitations by extended school day personnel and open house activities.

Community Based Organizations

Community based organizations can make a significant contribution to the service delivery system for extended school day students. There are three categories of community based organizations. They are civic organizations, non-profit training organizations and volunteer organizations. Some of the services that may be provided through these organizations are outreach programs that facilitate the entrance of youth into extended school day programs; attitudinal and motivational prevocational programs; prevocational educational preparation and basic skills development conducted in cooperation with business concerns; placement services for students who have completed the program and career intern programs.

School administrators should make every effort to use services available through community based organizations (CBOs) if these organizations can provide equivalent training or services at a lesser cost.

CONCLUSION

This program guide assumes extended school day is a valuable alternative education program. As an integral part of the comprehensive high school, extended school day provides youth with the opportunity to complete high school in an environment conducive for meeting their needs.

For this type of alternative education program to succeed at its optimum level, we must make the extended school day program an invitational education experience. Many of the students who attend extended school day

...are more disinclined than they are "disabled", "disadvantaged", "undisciplined", or "unmotivated"....

Almost every positive learning experience that takes place in school is the product of an inviting process. Conversely, most negative experiences are the products of a disinclining process (deleterious signals that bid students to feel worthless, irresponsible, and incapable of learning). Everything that happens in the schools, and every way it happens, adds to or detracts from the environment in which the child is developing....

[We as] educators....[have] the power to determine the quality and quantity of invitations sent to students.

Because....[we] have power,...[we] have responsibility.

That responsibility requires us to provide every opportunity and to employ every means available in assisting the youth of North Carolina in attaining their full potential through completion of high school.

We believe that an extended school day program that incorporates this program guide is well on the way to making school "The Most Inviting Place in Town".

Quotations presented here are from *Inviting School Success*, William W. Purkey; Wadsworth Publishing Company; Belmont, California, 1978.

APPENDICES

CHILD CARE

Whiteville City Extended Day School
413 North Lee Street
Whiteville, North Carolina 28472

Knowing that child care will enable prospective students with small children to attend school and maintain good attendance, we are establishing a child care facility for this reason.

The child care center will be located in a local church since we do not have facilities available at school. The church will be responsible for licensing and facilities. It will be open from 3:00 p.m. until 7:00 p.m., Monday through Thursday and from 8:00 a.m. until 3:00 p.m. on Friday. Students may bring their children to the center while they attend school. The children will be supervised by a certified child care person.

The extended day program will provide the necessary equipment such as cribs, playpens, mats, walkers, toys and games. We will also be involved with the parents in providing the supper meals for the children at the center.

This child care center should enable approximately 12-15 mothers with children to become better students by eliminating absenteeism which may lead to their dropping out of school.

CURRICULUM OFFERING

Whiteville City Extended Day School
413 North Lee Street
Whiteville, North Carolina 28472

With our extended school day program operating on a quarter system and having the teacher allotments needed, we are able to offer a diversified curriculum for our students.

In meeting the educational and vocational needs of our students towards graduation, we offer the basic core curriculum which includes: English I, II, III, and IV each quarter; math, three quarters; science, including biology, two quarters; social studies, including United States History, two quarters; driver's education, one quarter and health and physical education, two quarters. Over the four quarters, a student can earn four of his academic requirements.

Vocational courses that are offered include: typing, four quarters; home economics, four quarters; auto mechanics, two quarters; carpentry, two quarters and pre-employment skills, four quarters.

The instructional staff is as follows: one full-time vocational teacher, two part-time vocational teachers, one full-time employment skills teacher, two part-time vocational teachers, and four part-time average daily membership teachers. The part-time teachers teach during the "regular day" school day and two hours in the extended day program. With this staff we can offer ten courses each quarter; six classes in the vocational area and four in the academic area.

FOOD SERVICE

Whiteville City Extended Day School
413 North Lee Street
Whiteville, North Carolina 28472

With our extended day program encompassing the supper hour, we found that we could better serve our students by providing them meals during this time. The students have an opportunity to participate in the supper program, which is the same as the lunch program in the "regular school". They are identified by the same procedure used for determining students eligible for free or reduced lunches.

The cafeteria staff provides a hot meal which is prepared during the lunch time preparations. This food is kept warm; the milk and other perishable foods are refrigerated. This method of preparation and holding has proven to be very satisfactory.

Our students have a menu made for them weekly. Some days it will vary from the noon meal in the "regular" program; however, our meals are equal in respect to nutrition and variety. We have supper from 5:20 p.m. until 5:40 p.m., between the first and second block of classes.

FUNDING AND SCHEDULING

Northwest Extended Day School
Route 2, Box 274
Littleton, North Carolina 27850

January 22, 1985

FUNDING - ADM and JTPA

Subjects	<u>Extended Day Teaching Schedule</u>					Total State	Total JTPA
	M	T	W	Th	F		
1. English/Competency			3	3		6	
2. Home Economics	3	3				6	
3. Mathematics	3	3				6	
4. Computer Literacy	3	3				6	
5. English/Competency	3	3				6	
6. Typing			3	3		3	3
7. Science	3	3			2	8	
8. English	2	2			2	6	
9. Media Communication					3	3	
10. Physical Education			3	3		6	
11. DCT			3	3			6
12. Auto Mechanics			3	3			6
13. Driver Education			2	2		4	
TOTALS	17	17	17	17	7	60	15

FUNDING/STAFFING

Robeson County Extended Day School
Robeson County Board of Education
P.O. Box 1328
Lumberton, North Carolina 28359

Funding comes from a variety of sources. We endeavor to mix and match funds to provide as comprehensive a program as our resources allow.

Currently our funding and staff are allocated as follows:

3 average daily membership positions funds	1 full-time director 4 half-time academic teachers
20 vocational month of employment funds	4 half-time vocational teachers
6.4 Job Training Partnership Act Funded Positions	1 full-time job placement 1 full-time intake coordinator 1 full-time teacher/counselor 7 part-time teachers vocational and academic

vocational non-matching

remediation funds

state textbook allotment

travel/staff development
(local & JTPA)

OUTREACH AND RECRUITMENT

WHAT IS THE EXTENDED DAY PROGRAM?

The extended day program is an extension of the regular public school. The program is designed for students who have dropped out of school or who have special needs that cannot be met in the regular school program.

WHO QUALIFIES?

A student must be at least sixteen years old and a high school dropout.

WHAT CREDIT DOES A STUDENT RECEIVE?

Credit will be given on an individual basis as determined by the student, the program coordinator, and other school personnel. The student's learner will receive credit for on-the-job as well as vocational and academic training. All work will count towards a high school diploma.

REQUIRED SUBJECTS

The requirements are the same as for all Halifax County students. You will need 18 units, starting from grade 9-12 before you can receive your certificate of graduation. In order to receive a diploma, you must complete the 18 units required and pass the NC Competency Test.

REQUIREMENTS FOR GRADUATION

English	4
mathematics	2
social studies.....	2
science	2
physical education & health	1
electives	7

WHO GAINS?

THE BUSINESS-

- gains qualified, efficient workers.
- gains employees with a better understanding of the principles of the world of work.
- gains by serving on advisory committees and giving their viewpoint which helps mold the type of workers they desire working for them.

THE STUDENT-

- gains proper attitudes and work habits.
- gains the ability to think critically and act responsibly.
- gains by increasing his earning potential.
- gains desirable personal qualities.
- gains a classroom which provides for individual differences.
- gains by earning a high school diploma.

THE COMMUNITY-

- gains productive citizens.
- gains the cultivation of effective human relations.
- gains educated persons in the basic technical knowledge necessary of occupational employment.
- gains the contribution to the general education of all students.

WHAT IS THE TIME AND PLACE OF CLASSES

Classes will be held at Northwest High School between the hours of 5:30 PM to 8:30 PM Monday thru Friday.

WHO TO CONTACT

Mr. Grova L. Bridgers, Director
or
Mrs. Carolyn J. Williams, Job Placement Coordinator

NORTHWEST EXTENDED DAY SCHOOL 2

Route 2, Box 274
Littleton, North Carolina 27850
Phone: (919) 586-4125

RECRUITMENT

McDowell High School
Extended School Day
Highway 70-West
Route #6, Box 1
Marion, North Carolina 28752

September, 1985

Dear

From the time high schools became a part of our school system, there have been capable students who, for various reasons, dropped out prior to completing the requirements for their diploma. In recent years many students have found that the normal school day does not meet their personal needs. A good number of these people have taken advantage of the afternoon and evening classes offered through the McDowell High Extended Day Program. Since this program began in 1974, 434 young people have graduated by completing their studies in the afternoon and/or evening.

There is a good possibility that you are employed in industry, sales, public or some other type work and you no doubt are learning. We recognize this as an important part of your total education, but are you aware of the fact that you could be earning one unit of credit for your work experience through our cooperative education/work experience program?

A panel of teachers and administrators has just finished reviewing a list of students who did not return to school this year. This panel has recommended you as a person who is mature and capable of finishing the course work required for a high school diploma. We invite you to come by the high school and talk with us about an educational program that will meet your personal needs.

Registration for extended day courses is open throughout the year; however, it would be to your advantage to get back in school now to get an early start toward the completion of the requirements for your diploma. Extended school day staff members will be available at the high school from 12:30 PM to 8:00 PM daily to assist you in designing a course of study that will fit your needs. If you have any questions about the program, please come by the school or call Mrs. Debra Ledford or me at 652-7920.

Sincerely,

Dean Gouge, Director
Extended School Day Program

SCHEDULING

Garinger Extended Day
1100 Eastway Drive
Charlotte, North Carolina

Classes are arranged into a 3-hour block from 3:30 to 6:30 with a 20 minute break from 5:00 to 5:20. Each student is scheduled for one class per six-weeks session. If the student is taking courses for ninth grade credit, each six-weeks session is equal to one unit of credit. The student is required to complete 75 classroom hours. If the student falls into the 10th through 12 grade category, each six-weeks session is equivalent to one-half unit of credit (75 classroom hours). If one unit is required, then 12 weeks (150 classroom hours) must be completed.

Students are enrolled at any time during the year. It is our belief that the students will not return to the program to register if they must wait for an enrollment period.

The school year is divided into six six-weeks sessions. Students are able to earn three units of credit within a given year. If the student is in the 10th, 11th, or 12th grade, a unit of credit may be earned through job experience. Students are encouraged to return to the "regular day" program so that more units may be earned within a school year. Summer school is also used as a vehicle for remediation and completion of new credit.

Students attend classes Monday through Thursday. Friday mornings from 7:30 to 11:30 are scheduled for students who need to make up time lost during the week due to illness or extenuating circumstances. Also, any additional remediation that the student requires may be met at this time. Students complete the course requirement by working on an individualized study plan that has been established by his/her teacher.

SCHEDULING

Robeson County Extended Day School
Robeson County Board of Education
P.O. Box 1328
Lumberton, North Carolina 28359

The program operates five days per week. Monday through Thursday classes begin at 5:00 p.m. and end at 9:10 p.m. Friday has a learning lab format and is open 8:30 a.m. - 5:00 p.m.

Each student is scheduled for five classes. These classes are arranged in 2 1/2 blocks of time and meet on alternating nights as shown below:

5:00 - 6:30 p.m. - block I	<u>Monday & Wednesday</u>
6:30 - 6:34 p.m. - class change	
6:34 - 7:20 p.m. - 3rd period	block I - 1st period
7:20 - 7:40 p.m. - break	daily - 3rd period
7:40 - 9:10 p.m. - block II	block II - 4th period

<u>Fridays - Learning Lab</u>	<u>Tuesday & Thursday</u>
8:30 a.m. - 5:00 p.m.	
	block I - 2nd period
	daily - 3rd period
	block II - 5th period

The block schedule, while not perfect, helps us to compensate for shorter class periods; offsets the effects of late buses; and provides more adequate time for laboratory and shop classes.

The program operates on a six-weeks grading period with enrollment open at any time during the year.

Day school students are accepted on the request of their principal and approval of the superintendent. This service provides opportunities for seniors in the Honor's Program who may find themselves short of a credit and cannot get all required credits in the "regular" program or other students with scheduling problems.

SCHEDULING

Whiteville City Extended Day School
413 North Lee Street
Whiteville, North Carolina 28472

Classes are arranged into two-hour blocks from 3:30 p.m. until 5:30 p.m. and from 5:30 p.m. until 7:30 p.m. with a five-minute break between the hours and a 20-minute supper break between the two-hour blocks of time.

Each student is scheduled for 2 classes per quarter. If the student completes the academic requirement and required 75 contact hours per course, he/she will receive 1/2 unit of credit towards graduation.

The school year is divided into four quarters with each quarter composed of 37-38 school days. Students are able to earn 4 units of credit within a given year. If a student is working, he/she can earn an additional 2 units of credit per year for satisfactory work experience in our JTPA program. This will give a total of 6 units per school year.

Summer school is also used as a means for remediation and completion of new credit. One unit of credit may be earned in summer school plus 1/2 unit for satisfactory work experience.

Students attend classes Monday through Thursday. Friday is scheduled from 8:00 a.m. until 3:00 p.m. for students who need to make up time lost during the week due to illness or extenuating circumstances. Also, students may use the time on Monday through Thursday from 12:00 p.m. until 3:30 p.m. to make up work. The subject teacher is responsible for leaving make up work for the students. A member of our instructional staff supervises those students making up time.

Regular Daily Schedule for Extended Day

3:30 - 4:30 first period
4:30 - 4:35 break
4:35 - 5:20 first period
5:20 - 5:40 break
5:40 - 6:30 second period
6:30 - 6:35 break
6:35 - 7:30 second period
7:30 dismissal

Calendar for Quarters

<u>starting date</u>	<u>mid-term</u>	<u>ending date</u>
first quarter:		
Aug. 26	Sept. 25	Oct. 29
second quarter:		
Oct. 30	Dec. 3	Jan. 16
third quarter:		
Jan. 20	Feb. 29	Mar. 25
fourth quarter:		
Mar. 26	May 5	June 5

STAFFING AND FUNDING

McDowell High School
Extended School Day
Highway 70-West
Route #6, Box 1
Marion, North Carolina 28752

Teaching staff includes the following: 2 1/2 average daily membership positions, 23 vocational months of employment and \$4,900.00 matching money. These positions are allocated as follows:

12 vocational months of employment	1 director/teacher teaching cooperative education
1 average daily membership	1 full-time business teacher teaching make up classes in the afternoon regular day, 3 classes in the evening and serves as homebound teacher
1/2 average daily membership	1 full-time teacher teaching two classes in the regular day and 3 in the evening
5 vocational months of employment	
40% average daily membership	part-time social studies and science teacher
40% average daily membership	part-time English teacher
4 hours per day	part-time woodworking teacher
2 hours per day	part-time graphic art teacher

The part-time teachers teach during the regular day and spend from two to four hours at extended day. This system has worked out very well for our program. By splitting the average daily membership and vocational teaching positions, we can offer a more diversified curriculum.

STAFFING AND FUNDING

Whiteville City Extended Day School
413 North Lee Street
Whiteville, North Carolina 28472

Teaching staff includes the following: 1 average daily membership, 27 vocational months of employment and 30 months of employment from JTPA. These positions are allocated as follows:

12 vocational months of employment	1 coordinator
10 vocational months of employment	resource teacher/home economics teacher
5 vocational months of employment	2 part-time teachers teaching two hours per day in vocational classes such as mechanics, carpentry, and typing
25% average daily membership	
25% average daily membership	4 part-time teachers teaching academic classes for two hours per day such as English, math, social studies, and science
25% average daily membership	
25% average daily membership	
20 months of employment (JTPA)	2 full-time job placement aides
10 months of employment (JTPA)	1 full-time recruiter/counselor
27 vocational months of employment	
1 average daily membership	
30 months of employment for JTPA	

The part-time teachers teach during the regular day and spend from two to four hours with us during the evening. This system has worked out very well for our program. By splitting the average daily membership and vocational teaching positions, we can offer a more diversified curriculum.

1985-86
STUDENT INFORMATION

Northwest Extended Day School
Route 2, Box 274
Littleton, North Carolina 27850

CONDUCT

A student shall comply with the reasonable and lawful direction of teachers, coordinators and other authorized school personnel during any period of time when he or she is properly under the authority of school personnel while on school property, either real or personal.

REQUIRED SUBJECTS

Your requirements are the same as those for all Halifax County students. You will need 18 units, starting from grade 9-12 before you can receive your certificate of graduation. In order to receive a diploma, you must complete the 18 units required and pass the N.C. Competency Test.

REQUIREMENTS FOR GRADUATION

English	4
Mathematics	2
Social Studies	2
Science	2
Physical Ed & Health	1
Electives	7

Total 18 + N.C. Competency Test

The competency test is required by North Carolina Department of Public Instruction. You and the coordinator will schedule your courses in relation to your needs. Your work in these courses will be planned in conjunction with your teacher.

ELECTIVES

Elective courses to complete 18 units for graduation may come from a range of subjects. The program will attempt to provide course materials on the subjects which interest you.

ATTENDANCE

One of the major differences of the extended day school is the way you earn attendance credit. For each course you enroll in, you are committing yourself to 5 hours a week per course.

2 hours of supervised class and lab per class, or a minimum of at least 150 hours per course. This means you are to attend lab on Fridays.

If you are ill and cannot attend classes, please call the school and let us know. We are required by law to drop you from the roll after 5 days absence.

BREAKS

There is five minutes time for break between classes.

Smoking cigarettes is not permitted in the classrooms. Please use the designated areas for this purpose.

HOURS OF OPERATION

Classes will be held Monday thru Friday from 5:00 p.m. to 8:00 p.m. The lab will be open every day (Monday-Friday) from 3:30 p.m. to 8:00 p.m.

NOTE: Each student will be required to complete assigned materials in lab.

SCHOOL CALENDAR

The extended day school will observe the same holidays and vacations as the day school. Please read the student bulletin board daily.

GRADES AND MARKING SYSTEM

All students are required to complete 150 hours in a course, plus satisfactorily complete requirements of the teacher for each course taken.

At the end of each nine weeks a report is issued to each student with the grade received. At the end of the semester the student will also receive the number of units completed.

Students may not drop a class until the end of the semester; regardless of the number of hours put in class.

GRADING SCALE FOR 1983-84 SCHOOL TERM

A+ = 99	B = 88	C- = 77
A = 96	B- = 85	D+ = 76
A- = 93	C+ = 84	D = 74
B+ = 92	C = 80	D- = 70

Below 70 = E or Incomplete

GRADUATION

Upon completion of your course of studies for graduation you may, if you desire, participate in graduation exercises from this school; however, if you do not decide to participate, you will receive a diploma from Northwest Senior High.

RETURNING TO "REGULAR SCHOOL"

Should you decide to return to the "regular school" program during the school year, you may do so at the beginning of the next semester.

TIME OF ARRIVAL

Please do not arrive on campus for classes before 4:30 p.m. If you need to be on campus before that time, please notify the school prior to your arrival.

COURSES TO BE OFFERED

ENGLISH

English I
English II
English III
English IV
Vocational English Grades 9-12

MATH

General Math
Algebra

SCIENCE

Physical Science
Biology
Health and Physical Education

SOCIAL STUDIES

Introduction to Sociology
United States History
Government

BUSINESS

Personal Business and Finance
Business Math

VOCATIONAL

Consumer Education
Diversified Cooperative Training (DCT)

INDEPENDENT STUDIES

Personal Typing
Black Heritage
Art I
Media Communication

THE DIVERSIFIED COOPERATIVE TRAINING

Anyone holding down a job may enroll in this class which affords two units. The job counts one unit and the classroom work one unit for a total of two (2) units.

Students between the ages of 15-21 may get assistance in finding employment if they qualify. JTPA (Job Training Partnership Act) is mainly concerned with job skills development and this includes actually working on a job along with participation in classroom activities. JTPA will help students to be placed in public and private sector jobs.

NORTHWEST EXTENDED DAY SCHOOL
Route 2, Box 274
Littleton, North Carolina 27850
Phone: (919) 586-4125

1. NAME: _____
 2. ADDRESS: _____
 3. PHONE: Home: _____
Work: _____
 4. AGE _____ DATE OF BIRTH _____ MALE _____
FEMALE _____
 5. DATE OF APPLICATION _____
 6. LAST SCHOOL ATTENDED? _____ LAST DATE ATTENDED? _____
 7. GRADE AT TIME OF WITHDRAWAL:
() FRESHMAN () SOPHOMORE () JUNIOR () SENIOR
9th 10th 11th 12th
 8. MARITAL STATUS: _____
 9. PARENT OR GUARDIAN: _____
 10. HAVE YOU EVER BEEN EMPLOYED? _____
 11. ARE YOU WORKING NOW? _____
 12. WOULD YOU NEED HELP IN OBTAINING EMPLOYMENT? _____
 13. HOW MANY HOURS DO YOU WORK PER WEEK? _____
- IMPORTANT: WHY DO YOU WANT TO ENTER THIS TRAINING PROGRAM? EXPLAIN FULLY.

CARELINE

N.C. Department of Human Resources

Careline is a statewide toll-free telephone service providing quick, accurate information and/or referrals to the citizens of North Carolina on a variety of human services, such as:

- Medical/Eye Care Program
- child day care
- immunization
- maternal and child health
- Medicaid
- mental health programs
- alcoholic rehabilitation centers
- Aid to Families with Dependent Children
- Food Stamps
- Foster Care
- Adoption Assistance payments
- State-County Special Assistance
- in-home services
- protective services for adults and children
- Child Support Enforcement Program
- Job Corps Recruitment Program
- Work Incentive Program
- Community Work Experience Demonstration Project
- rehabilitation services
- training schools for delinquent children
- detention centers
- One-On-One Volunteer Program
- Eckerd Wilderness Camp
- NC Schools for the Deaf
- Governor Morehead School
- Multihandicapped Program

The agency has four incoming toll-free lines which are staffed Monday through Friday from 8 a.m. to 5 p.m. Careline services may be used by all citizens of North Carolina. The agency has a TDD (telecommunications device for the deaf) to assist callers who are deaf or hearing impaired. The agency also has a sophisticated telephone system with a bridging capacity which enables the staff to connect a caller directly to the agency from which assistance is needed.

Careline maintains an up-to-date computerized data base on more than 10,000 local, state and federal governmental agencies as well as non-profit organizations and support groups for all one hundred counties in North Carolina. Each agency in the data base is assigned an

identification number which allows the information on the agency to be easily accessed. In addition to the computerized data base, information can be obtained from various directories, manual files and rolodexes.

Each call received by the Careline is promptly responded to by one of the Information and Referral Specialists on staff. All Careline specialists have received formal education in a human service related field coupled with continuous in-service training.

The Careline toll-free number is 1-800-662-7030.